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ABSTRACT

This report describes a program developed to improve the school involvement of Hispanic parents of children enrolled in an elementary school bilingual program. The parent involvement program included three objectives: (1) more than 50 percent of Hispanic parents would participate in two parent education workshops; (2) Hispanic parents would receive school information in Spanish; and (3) school meetings would provide an interpreter or be conducted in Spanish. A survey on school involvement was sent to parents. Bilingual teachers served as translators at school meetings, and school information was translated into Spanish before being sent to Hispanic parents. An implementation schedule listing weekly objectives, procedures, and materials for 11 weeks of the 12-week program is included. The first parent workshop consisted of a bilingual program orientation. The second workshop considered activities parents could do with children at home. After 12 weeks, parents completed a second survey. Because fewer than 50 percent of the Hispanic parents attended the workshops, the first objective was not met. However, the second and third objectives were met. A reference list of 16 items and a bibliography of 33 items are provided. Appendixes include copies of the pre- and post-surveys, textual materials from the two workshops, and school information items. (BC)

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HISPANIC PARENTAL INVOLVEMENT

by
MARLENE COSTAS

A Practicum Report

submitted to the Faculty of the Center for
the Advancement of Education of Nova University in partial
fulfillment of the requirements for the degree of
Master of Science.

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Marlene Costas

Abstract

HISPANIC PARENTAL INVOLVEMENT

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The Center for the Advancement of Education

Descriptors: Parental Participation/Bilingual Education/ Bilingualism/Limited English Speakers/Hispanic Americans/Cultural Education/Parent-Student Relationships/Parent-School Relationships/Parent Attitudes/Federal Programs

This report describes a parent involvement program developed and implemented to improve the involvement of Hispanic parents of elementary students enrolled in the Bilingual program. The program contained three components of involving Hispanics in the school and their child's formal education. An interpreter was provided for all Parent/Teacher Association meetings, all school information was translated and sent to the parents, and two parent education workshops were conducted. The first workshop was an informational meeting concerning all the components of bilingual education. The second workshop provided parents handouts of activities to involve them in their child's education. The results indicated Hispanic parents, the target group, are interested in their child's academic progress; however, the lack of transportation, childcare, and limited understanding of the English language prohibits them from

becoming involved. Translating school business communications into their native language, Spanish, provided an avenue to keep the parents informed and less alienated from the school in spite of their lack of attendance in school meetings equipped with an interpreter. Scheduling meetings in Spanish focusing on Bilingual education provided the opportunity for the parents to inquire and express concerns about their child's education. Appendices include parent letters, surveys, information on the components of Bilingual education, and parent-directed educational activities.

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Center For The Advancement of Education
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Practicum Title HISPANIC PARENTAL INVOLVEMENT

Student's Name MARLENE COSTAS

Program Site ORLANDO Date JULY 1, 1991

Observer's Name CORA THOMAS-SHELLMAN
(please print---------and sign)

Observer's position PRINCIPAL Phone # 855-8483

Observer's comment on impact of the project (handwritten): The project had a very positive impact in the Hispanic community. Hispanic parents had a better understanding of the policies of the school and the district. The translation of publications sent home also made parents aware of events in school. The parent activity workshop was useful in providing parents with activities to use with students. Parents felt that they had a contact at the school to direct questions, concerns or information.

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Chapter I

PURPOSE

Parent involvement is an important element in a student's formal education. A student's success in school is assisted when the parents, teachers, and students function as an educational team. The parents' role involves teaching and reinforcing at home skills students learn in the classroom, as well as teaching basic values and protecting their traditions and culture. The teachers' role is to teach and build on the students' basic skills. The responsibility of the student is to absorb, learn, grow, and develop as much as possible.

The writer, a fourth grade teacher, has compiled information for this study from a school located in a southeastern state. The state department of education is trying to handle the large percentage of students entering the school system, as well as building or enlarging schools to accommodate students. The school is located in an area where the construction of apartments, houses, and shopping centers is increasing.

With an influx of people into this growing community, the elementary school is overcrowded. Originally, the school was built to house 600; the present school enrollment was 1,062. To accommodate for this large population, students were housed in

the original main building and 25 portables. The student population was comprised of 36 percent Black, 33 percent Caucasian, 27 percent Hispanic, and 4 percent Asian (Figure 1). The male population in the school is greater than the female population: 52 percent male and 48 percent female (Figure 2); of these students, 394 received free lunch from the federal government and 165 received reduced lunch prices. To transport these students, 11 school buses are utilized.

The staff is comprised of the administrative office and teaching staff, as well as the foods and custodial personnel. There is a principal, assistant principal, school secretary, two full-time office clerks, part-time office clerk, attendance clerk, and permanent substitute. The instructional staff is made up of 64 teachers: pre-kindergarten (1), kindergarten (8), first grade (7), second grade (7), third grade (7), fourth grade (6), and fifth grade (6). The bilingual program consists of one teacher for each grade, kindergarten through fifth. There are also support teachers: physical education (3), music (2), and art (2). The staff also includes guidance counselors (2), curriculum resource teacher (1), media specialists (2), Specific Learning Disability teacher (1), Chapter I teachers (3), teacher of the gifted (1), part-time compensatory teacher (1), speech

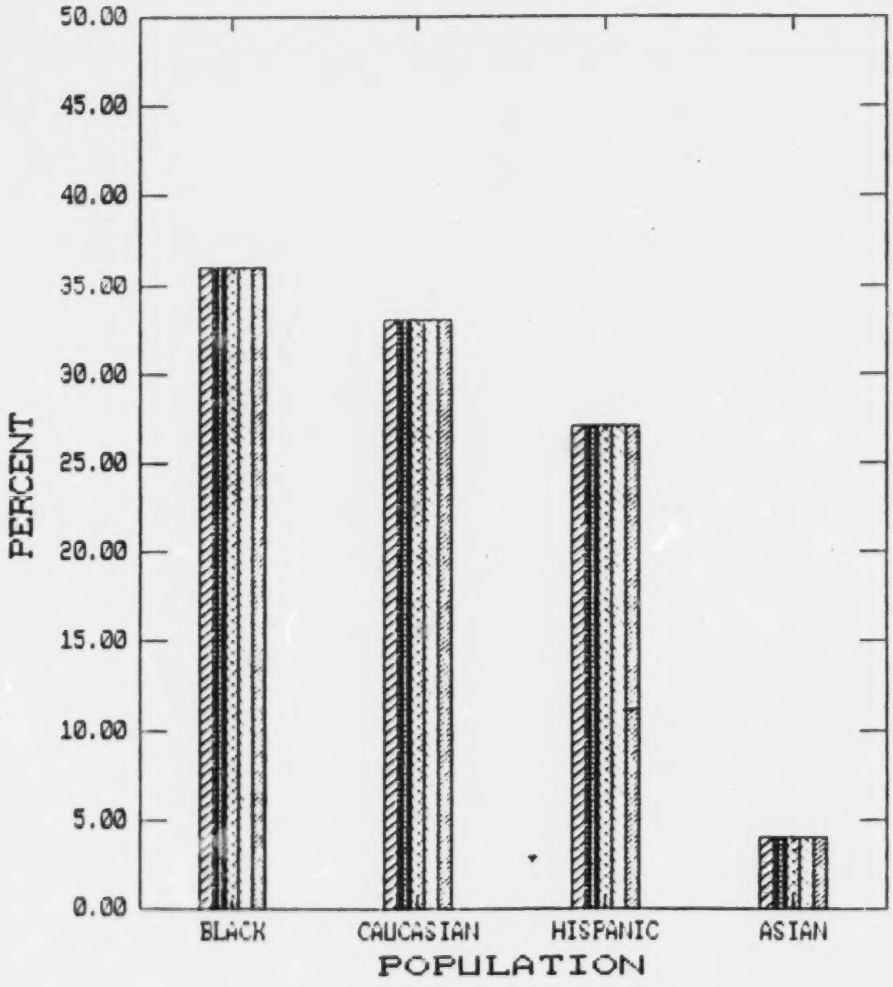

Figure 1. School Population.

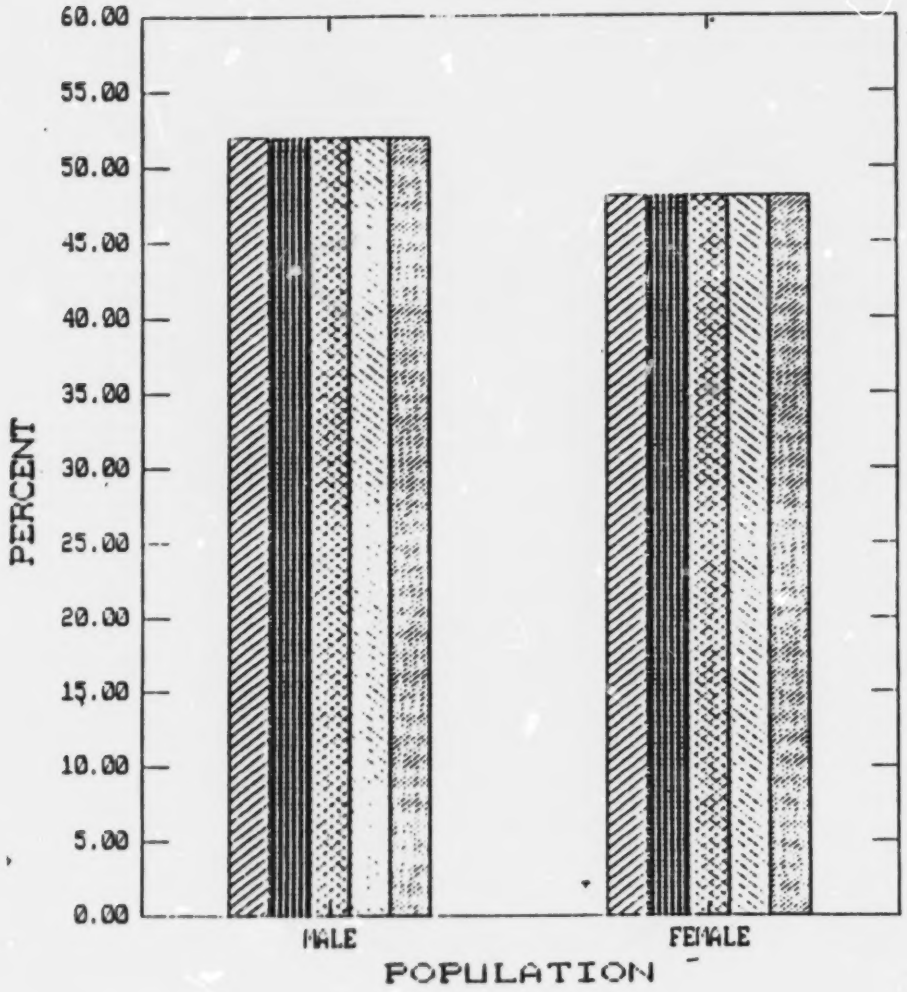

Figure 2. Male and Female Population.

clinician (1), psychologist (1), social worker (1), and staffing specialist (1).

To further aid the students and teaching staff, the following assistants are employed: Chapter I (4), bilingual (6), pre-K (2), teacher assistants (4), and media (1). Joining these are custodians (4) and lunchroom workers (6).

As an instructional staff member, the writer's responsibilities are numerous, including the teaching of Mathematics, Science, Writing, Reading, Social Studies, Handwriting, Spelling, and Health. In the classroom, the writer has 28 students. Of these 28 students, seven are Limited English Proficient (LEP). Out of this LEP group, four attend bilingual classes. Limited English Proficient students are students whose first language is not English. Because they are in the process of acquiring a second language, English, their performance in English is below grade level.

The bilingual population is predominantly Hispanic. The objective of the bilingual program is to teach the students enrolled in the program all academic subjects in their language. The Limited English Proficient (LEP) students with language other than Spanish remain with the regular English speaking teachers except when they are pulled out for additional English instruction.

The bilingual program at the writer's school began with two teachers teaching all subjects to students in grades K-5. In two years, the program has grown to one teacher per grade; it has tripled in size with a total population of 160. There are 34 students in the bilingual kindergarten, 25 in the first grade, 23 in the second grade, 31 in the third grade, 39 in the fourth grade, and 23 in the fifth grade (Figure 3).

Seven of the bilingual students are in the writer's class Observations reveal the parents of these students were not involved in the school's activities. The writer discussed the observation with bilingual teachers who agreed a lack of bilingual parental involvement in school activities existed. Other schools in the same district with similar problems have developed parent education workshops, providing interpreters in meetings as well as school information translated into Spanish. Presently, the writer's school has not developed any plan to meet the need to involve the bilingual parents; however, there is evidence the administration recognize the need and desires to develop a plan.

Problem Statement

The decade of the 90's will challenge educators and administrators as the lack of parental involvement evolves into a

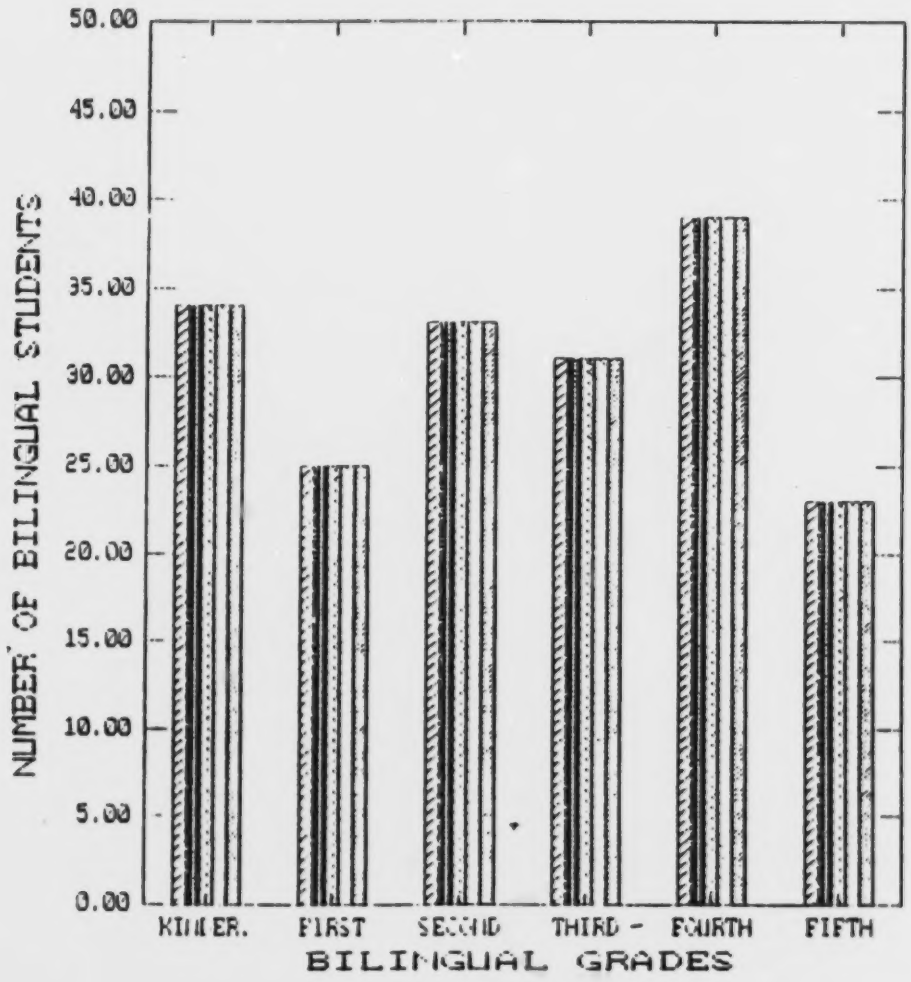

Figure 3. Students Enrolled in the Bilingual Program.

major problem. As the population increases and the communities become more diverse, educators as well as administrators will need to seriously address this issue. Schools will need to evaluate their mission, curriculum, and Parent/Teacher Association in order to fully meet the needs of all children.

Parental involvement plays a crucial role in linking the child's home/community world with his/her formal learning. This involvement encompasses many activities at home and school. Activities at home are numerous and diverse; however, schools tend to promote identical activities on campus to promote parental involvement such as encouraging volunteers in the classrooms, class and school dramatic productions, fundraisers, and Parent/Teacher Association meetings. Parent/Teacher Associations seek to unite the forces of home, school, and community on behalf of children and youth.

The Parent/Teacher Association successfully supports the school by providing equipment and educational material that will academically enhance students - items the budget does not enable the school to purchase but are important for meaningful academic and social instruction. The Parent/Teacher Association not only focuses on the students but also on the staff that daily instruct the students. The Association encourages the faculty by giving

them tokens of appreciation throughout the school year such as recognizing them on Teacher Appreciation Day. The recognition builds a comradery among the faculty.

The Association then branches out to parents by eliminating apprehensions parents might have concerning the school and staff through various "help" designed meetings. Parents involved acquire an understanding of the school system and become more involved in their child's education. Parental involvement is a necessary aspect of a student's educational and emotional development as evidenced by the National Committee for Citizens in Education. The Committee published The Evidence Grows (1981) by Anne Henderson, which described 35 studies on parental involvement. All the studies concluded parental involvement in almost any form appears to produce measurable gains in student achievement academically and emotionally (Henderson, 1988).

Lack of parental involvement exists among the Hispanic parents of bilingual students enrolled in the bilingual program as shown by a survey given to the parents. In the survey (Appendix A:59) given to parents of the bilingual students, 69 parents out of a total of 108 stated they do not attend Parent/ Teacher Association meetings. Even though a large number of parents do not attend these meetings, 65 out of a total of 83

stated they would attend if an interpreter were provided. Therefore, 65 Hispanic parents would benefit from attending Parent/Teacher Association meetings if an interpreter were provided. Asked if they would prefer to receive school information in their native language, Spanish, 85 out of a total of 100 responded positively. Therefore, 85 Hispanic parents would benefit from receiving school information in their native language. A strong need existed to encourage parents to become informed and involved in the school. There was a consensus among bilingual teachers interviewed that parental involvement was lacking within the Hispanic community.

The bilingual teachers have observed this problem since the beginning of this program, three years ago. The majority of the bilingual parents did not participate in any of the school activities. The provision of school information in their native language, Spanish, is minimal, and evidence of parent involvement in their child s academic studies and environment was partly due to the language barrier. Many comments on the parent survey (Appendix A:59) consisted of parents stating they were unable to read English; therefore, they were unable to understand school information sent home, making them feel alienated. Others requested to have school information translated into Spanish and

interpreters provided in all school meetings so they could take an active role in their child's education.

This project sought to solve the problem of minimum parental involvement of Hispanic parents in Parent/Teacher Association meetings and school activities. The writer anticipated accomplishing this by linking the bilingual home/community/world with the student's formal education, resulting in the parents no longer feeling alienated from the school community. In addition, the writer anticipated the parents would recognize the need to be involved and would, therefore, take an active role in their child's education.

Outcome Objectives

The National Committee for Citizens in Education published an annotated bibliography describing 50 studies concerning the connection between parental involvement and student achievement. The findings of all the studies were positive. Programs devised with strong parental involvement produced better performing students than those who participated in similar programs with less parental involvement (Cutright, 1989).

Additional benefits cited were higher grades and test scores, better long-term academic achievement, positive attitudes

and behaviors, more successful programs and effective schools. These studies support the argument that the effects of parental involvement does impact childrens' academic success.

Lack of parental involvement was evident in the Hispanic parents of the target group. Sixty-nine out of 108 parents stated they did not participate in Parent/Teacher Association meetings. Sixty-five of 83 parents stated they would participate in the meetings if an interpreter were provided. The survey showed Hispanic parents have little or no involvement in school activities. These two factors indicated the lack of parental involvement within the target group is evident.

Many variables affect parental involvement. One such variable is written communication. Parents need to be informed in Spanish of Parent/Teacher Association meetings, school business, and menus, thus allowing them to be as much a part of the school life as the English-speaking parents.

A second variable of parent involvement is providing parents with information to help their child achieve academically. This may include parenting skills and/or activities parents can do with their child.

It was the intent of the writer to address these issues in this project. In order to do this, the writer researched and

developed activities used in two parent education workshops, acquired an interpreter for all school meetings, and provided translated school information in their native language, Spanish. The objectives of the project were:

1. Over a period of three months, 50 percent of the Hispanic parents in the target group will participate in two parent education workshops increasing their understanding of the bilingual program and academic activities they can conduct with their children as measured by a survey distributed at the end of each workshop (Appendices B and C:60, 61).

2. Over a period of three months, the Hispanic parents in the target group will receive school information in Spanish. The effectiveness of translated school communication will be determined by a parent post-survey (Appendix D:62).

3. Over a period of three months, all school meetings will provide an interpreter or be conducted in Spanish for the Hispanic parents in the target group. Results will be measured by a post-survey (Appendix D:62) given to parents following the meetings.

The writer anticipated solving the problem of minimum parental involvement of Hispanic parents in the Parent/Teacher Association meetings and school activities. This was

accomplished by linking the bilingual home/community with the student's academic world, thus, resulting in parents becoming more involved in the child's formal education and school environment.

Chapter II

RESEARCH AND SOLUTION STRATEGY

In the past, education was considered to be the expertise of the professional. Educating children was delegated to the professionals and, therefore, their judgement was rarely questioned. Seeley (1990) identified this process as the delegation model. Seeley (1990) stated, "reliance on the delegation model in public education has created a fundamental gap between families and schools" (p. 37). The present task is to make changes in the ways of schooling that will give parents, teachers, and administrators the power to help students grow intellectually, psychologically, and socially. Parent involvement is one such needed change (Comer, 1986).

Presently, there is evidence of an increasing wave of parental involvement in the educational system. Johnston and Slotnik (1985) stated, "Within the past decade, ..., parental pressure for more significant involvement in the schools has increased across the nation" (p. 430).

David Williams (Henderson, 1988), at the Southwest Educational Development Laboratory, questioned parents, teachers, principals, superintendents, and school board members about the

importance of involving parents in the educational process. Williams found they all agreed parent involvement is important to a child s success in school and parents and teachers should communicate and cooperate more frequently (Henderson, 1988).

In the National Educational Association (NEA) conducted survey, over 90 percent of teachers wanted more parent involvement (Cutright, 1989). In 1986, the Department of Education issued a report stating what parents do to help their children learn is more vital to academic success than how affluent the family is (Cutright, 1989).

To involve parents in the school and increase their child's achievement, well developed programs are needed. In order to accomplish this, there are obstacles that need to be addressed concerning the involvement of parents in the schools. There are schools that do not have a desire to have parents present, and there are parents reluctant to become involved.

Other schools desire parents to become involved in the life of the schools, but do not give parents the opportunity to play a meaningful role in the school. In some schools, parents are asked to come to school only when a problem arises with their child. There are parents who recall difficulties they had in school and are not eager to be involved. Yet, others are afraid

their child will perform poorly and, therefore, would be a reflection on them as parents (Comer, 1986).

From a cultural standpoint, negative feelings are visible and are also obstacles. MacBeth (1980) stated communication problems between Hispanic parents and Anglo school officials and personnel may lead to fear and feelings of inadequacy or incompetence on the part of non- or limited-English speakers. A bilingual parent may feel uncomfortable entering the school building, especially if they are unsure about their ability to communicate in English (Collins, 1980).

DeWind (1982) reported when Hispanic children enter school, most parents do not expect to take a significant role in their children's education. Hispanic parents feel they do not need to interfere with their child's education. Due to their cultural background, Hispanic parents give their authority to the teachers. The teachers are considered as the child's second parents.

Another obstacle that some of the Hispanic community encounter is socio-economic background and limited experience with education. Not only do they feel uncomfortable dealing with middle-class professionals, but often they do not understand the educational process. Many bilingual parents as children suffered

racial discrimination in the classroom and a rejection of their native language and culture (Collins, 1980). Finally, there are illegal immigrants who might not be active school participants because they may be worried about public exposure (DeWind, 1982).

The emotional and cultural hindrances that discourage bilingual parents from participating in the educational system are not insurmountable. According to Collins (1980):

> "Getting parents to make the initial step of coming to the school can be the most significant move toward overcoming barriers to parental participation. Reassurance must be given constantly throughout the process of involving parents to assure them that their presence, talents, and opinions are valued in the school system. As the parents realize that educators respect them as participants in their child's education, they will feel increasingly more comfortable in cooperating with the school" (p. 72).

Since 1980, the Hispanic population has grown five times as fast as the rest of the United States' population. Their numbers have increased 39 percent and is presently 20.1 million, 8.2 percent of the United States' total ("Hispanics on the Rise," Time, 1989). The United States Census Bureau reported "Hispanics are disproportionately young and thus constitute a large share of students in many school systems. At this rate, Hispanics could overtake blacks (30 million) as the largest United States minority by the year 2015 ("Hispanics on the Rise," Time, 1989)."

Further demographic projections show a growth in non-English speaking immigrants, projecting that as many as 15 percent of the students in public schools will soon be non-English speaking immigrants (Grant, 1988).

The United States Census Bureau published projections of the Hispanic population in nine of the largest states. The projections indicated the increase in populations within the past decade (Appendix F:64). Consequently, the steady increase of Hispanics in the nation has demanded an increase of bilingual programs.

This demand began with the Bilingual Education Act of 1968 and, more specifically, the Bilingual Education Act of 1974 mandating provisions for parent involvement in the planning, implementation, and evaluation of Title VII programs and continuing into the nineties (Ovando and Collier, 1985). Title VII, an amendment to the 1965 Elementary and Secondary Education Act, provides federally funded education programs for individuals with limited English speaking ability (Hakuta, 1986). Appendix G lists the programs supported by Title VII.

The Bilingual Education Act of 1974 mandated school districts receiving federal funds were required to form Parent

Advisory Councils and Committees to involve parents in the implementation of bilingual programs (Collins, 1980).

The Parent Advisory Councils can serve as valuable training grounds and springboards for parents to participate in the politics of education; however, there are many other levels at which parents can be involved. A successful program of parent participation requires the educators and administrators to carefully encourage the parents and ease their insecurities. The process is a demanding and time-consuming responsibility. Administrators and other school personnel need to be inclined to make an investment of time and energy (Pyszkowski, 1989).

In 1968, the Yale Child Study Team began to work with the New Haven Public Schools. The first project school ranked 32nd out of 33 schools on the standardized achievement tests. The school climate (including parents) was full of apathy and conflicts. Attendance was poor among students and staff members. There were frequent and serious behavior problems. Through the development of a School Advisory Council and a significant parent participation program, the school tied for third in academics in 1984. With an increase in parental participation, the attendance of students also increased, and no major behavior problems occurred in the school for a decade.

In 1977, a second school was included in the study. This school served a housing project. By 1984, this school was tied for fourth place in achievement. Parent participation, attendance, and behavior problems were also greatly improved. Both project schools had a 99 percent Black population and approximately 90 percent were poverty stricken or near poverty (Comer, 1986).

A second study was conducted during the 1980's, a continuous research study on parent involvement focusing on infancy through high school. The research was conducted by the New Parents as Teachers Project and developed in Missouri. A portion of the research consisted of a study of 250 California elementary schools. They found parent involvement related to both parent satisfaction and student achievement. In 29 controlled studies, 91 percent of the children in the program benefitted academically when home learning environment improved (Berger, 1987).

Miguel Gonzalez-Pando, Director, Division of Latin Affairs, Florida International University, created a program that was entitled "Parents Can Be Tutors". This was a program aimed at remediation of academic deficiencies of Hispanic children in grades 3, 5, and 8. The goals of this program were (MacBeth, 1980): (1) to train Hispanic parents in home-based academic

tutoring of their children in math, reading, and written communication skills covered in the State Assessment Test; and (2) to increase parental participation in the educational process of their children.

In New York City, efforts to organize Hispanic parents began in order to support bilingual education. Bilingual program coordinators encouraged parent involvement through organized evening workshops and weekend meetings to orientate policies and battles.

Numerous school districts offered parents workshops in Spanish to improve their English skills or to prepare for the high school equivalency exam and to supply parents with information related to parental involvement in education: the importance of parents reading to their children, how to recognize physical handicaps, the need to adjust to cultural differences, and the right parents have to know what is in their child's school records. Parents were also shown a filmstrip about children's rights to education and were also informed about the Bilingual Parents Association, a predominantly Hispanic organization which is apart from the regular Parents Association.

Parents were contacted about these meetings through fliers sent home in Spanish and with follow-up telephone calls.

Through these efforts, the bilingual coordinators hoped to get parents interested and involved in the educational process (DeWind, 1982).

An unusually different type of project was developed to focus on parental involvement. One-hundred-fifty parents in Salt Lake City, dissatisfied with public education, founded three schools - one specifically emphasized parent participation. The parents who chose to send their children to this school felt they had previously been excluded from involvement in their child's education. All aspects of the school program reflected their commitment to tearing down the barriers between school and home, to increasing parent participation in all areas of decision making.

To integrate school and home, the parents worked in the classroom at least three hours a week per child. The curriculum reflected the integration of home and school by looking beyond textbook learning. Thus, parents shared their expertise with the class or small groups in order to enhance their studies.

The parents found this project beneficial to both adults and children. The benefits were as follows (Johnston and Slotnik, 1985):

1. Parent participation increased richness and variety of the learning environment.

2. The enthusiasm of the parents overflowed into the classroom, therefore, demonstrating adults valued education.

3. Parents felt participation in school programs made them a better parent. They picked up techniques to effectively communicate with their children.

4. Parents had a better understanding of the complex learning process.

Elizabeth Quintera and Ana Huerta-Macias (1990) reported on a three-year family literacy program, Family Initiative for English Literacy (FIEL). Parental involvement is an essential part of Project FIEL; however, it is different from other parent involvement projects because parents actually participate in class with their children. Through much rethinking of various issues, the goals set by Project FIEL were successfully met upon its second year of service. The goals were as follows:

1. To enhance the literacy and bi-literacy development of parents and children.

2. To provide information to the parents about literacy development as well as providing information concerning other parenting areas.

3. To enhance the parents' self-confidence in helping their children.

4. To transfer literacy activities within the classroom and from the classroom to outside the classroom.

Seeley (1990) described two schools in California that participated in the "Accelerated Schools" project developed by

Professor Henry Levin of Stanford University. The project attempted to get all children up to grade level by the end of sixth grade Although much remains to be accomplished, these two schools are achieving a positive shift in educating all poor and minority students by involving the parents in their child's education.

The schools' main objective was to concentrate on educating all poor and minority children to a particular level at a particular time. They pursued this project through parent participation. They sent newsletters in various languages, developed neighborhood communications networks, parent breakfasts, parent rooms with parent-initiated activities, and workshops for parents. The project was successful due to team efforts - first of the school staff and then of the parent.

Lastly, Irene S. Pyszkowski (1980) has written a plan for a Parent Partnership Program because evidence has shown there are advantages to opening lines of communication benefits for teachers, administrators, parents, and students.

There continues to be available numerous studies on parental involvement. Henderson (1981) summarized the findings of 50 studies on parental involvement. The studies concluded parent involvement increased children's achievement. They also

illustrated parents' involvement continues to be vital even when the children are in high school, and that being involved in their children's education at home is not sufficient - parents must be active participants at all levels in the schools if the schools are to be of high quality. The final conclusion is parents do not have to be well-educated in order to help their children improve academically. Minority and low-income children gain most from having their parents take an active part in their schooling.

Solution Strategy

Three solution strategies were chosen to increase bilingual parental involvement at the stated school. First, the writer solicited help from a bilingual teacher to interpret in Spanish the Parent/Teacher Association Meetings, as the bilingual coordinators conducted workshops and meetings in Spanish (DeWind, 1982).

The second strategy to involve parents was to provide them with school information about fund raisers, workshops, meetings, and school business in their native language (DeWind, 1982; Seeley, 1990; Pyszkowski, 1989). The writer provided translated material to all bilingual parents with children in the bilingual program.

The third strategy involved the parents' attendance in parent education workshops (DeWind, 1982; Johnston and Slotnik, 1985; MacBeth, 1980; Quintera and Huerta-Macias, 1990). Two workshops were provided and conducted by the bilingual teachers in Spanish. The elementary bilingual program director was invited to give an overview of the program, explain parental rights and responsibilities, student rights in the bilingual program, and any additional information deemed important by the speaker.

The second workshop was conducted by the bilingual teachers instructing parents in numerous activities they could provide at home, regardless of their socio-economic status and education. Printed materials were provided in Spanish; therefore, parents could take them home and implement their activities.

Chapter III

METHODOLOGY

The writer's practicum was implemented over a 12-week period. After reviewing the results of the survey sent to all bilingual parents, the writer observed several needs to be addressed during this 12-week period, as follows:

1. The need to have school material translated so parents can be properly informed;
2. The need to provide interpreters for all meetings;
3. The need to fully orientate parents about the bilingual program - procedures, opportunities, and rights; and
4. The need to educate parents about activities they can do at home with their child/children.

To successfully provide the bilingual parents with information about the bilingual program and activities they can do at home with their child/children, two workshops were also provided at the writer's school.

IMPLEMENTATION SCHEDULE

Week One

- Schedule workshop date and time
- Schedule guest speaker for workshop
- Meet with bilingual teachers
- Translate any school business

Objectives:

1. To secure a date and speaker for the first bilingual parent education workshop.
2. To translate any school information obtained from PTA and principal into Spanish.

Procedure:

1. Meet with bilingual teachers to explain project.
2. Write letter to all bilingual parents surveying a convenient date for the first parent education workshop.
3. Secure guest speaker, Dr. Yvonne Diaz, bilingual program director.
4. Tabulate responses and reserve media center for the workshop.
5. Translate any school information as given by the Parent/Teacher Association president and school principal.

Material:

1. Survey
2. Materials that need to be translated

Week Two

- Send letter to parents
- Reserve room for childcare
- Secure childcare workers
- Gather workshop materials
- Translate any school business

Objectives:

1. To inform bilingual parents of the parent education workshop date.
2. To secure room and workers for childcare.
3. To schedule day of the workshop with the guest speaker and gather any materials the speaker anticipates to use.

Procedures:

1. Send letters to all bilingual parents associated with the bilingual program informing them of the date for the parent education workshop.
2. Locate and reserve room for childcare.
3. Secure two individuals for childcare.
4. Confirm date of workshop with guest speaker.
5. Gather information the speaker anticipates to use.
6. Translate any school information.

Materials:

1. Parent letters
2. Childcare room
3. Materials for workshop

Week Three

- Send reminder to parents
- Make copies of handouts
- Solicit donations for refreshments
- Meet with principal/mentor

Objectives:

1. To have all workshop handouts available for distribution and solicit donations for refreshments.
2. To translate any school business.
3. To send reminder letter of workshop date and time to all bilingual parents.

Procedures:

1. Make sufficient copies of workshop handouts.
2. Write letter to parents informing them of workshop date and time.
3. Solicit donations for refreshments.
4. Translate any school business.
5. Meet with principal/mentor.

Materials:

1. Workshop handouts
2. Letter to parents
3. Translation materials
4. Refreshments

Week Four

- Develop post-survey
- Send second reminder to parents
- Confirm childcare room and workers
- Contact guest speaker
- Hold workshop

Objectives:

1. To confirm date and time with the guest speaker and childcare room and workers.
2. To send second workshop reminder to all bilingual parents.
3. To develop survey and distribute at the end of the workshop.
4. To hold workshop in the school media center.

Procedures:

1. Confirm the date and time of the workshop with the guest speaker.
2. Confirm childcare room and workers.
3. Develop and distribute survey at the end of the workshop.
4. Send a second reminder to all bilingual parents.
5. Hold workshop in the school media center.

Materials:

1. All workshop handouts
2. Childcare room and workers
3. Survey
4. Parent letter

Workshop #1: Orientación del Programa Bilingue
(Bilingual Program Orientation)

Target Group: Bilingual parents with children staffed in the bilingual program.

Objective: To orientate the bilingual parents of the bilingual program.

Guest Speaker: Dr. Yvonne Diaz, elementary bilingual program director

Procedures:

1. Welcome parents
2. Inform parents of workshop objective
3. Introduce guest speaker
4. Workshop topics:
   a. Bilingual Education Act
   b. procedure taken to staff children in program
   c. program objective
   d. bilingual program school sites
   e. procedure to exit program
   f. parental rights
   g. student rights
5. Distribute surveys

Materials: 1. Workshop handouts

Evaluation: Post-survey distributed at the end of the workshop.

Week Five

- Tabulate post-survey
- Meet with principal/mentor and evaluate project

Objectives:

1. To tabulate workshop survey.
2. To meet with principal/mentor and evaluate project.

Procedures:

1. Tabulate workshop survey.
2. Meet with principal/mentor to evaluate project and discuss survey results.

Materials:

1. Parent surveys
2. Translated materials

Week Six

- Schedule second workshop date
- Reserve room for childcare
- Secure childcare workers
- Translate any school business

Objectives:

1. To schedule a second workshop date.
2. To secure childcare room and workers.
3. To translate any school business.

Procedures:

1. Write letter to all bilingual parents surveying a convenient date for the second parent education workshop.
2. Secure a childcare room and workers.
3. Translate any school business.

Materials:

1. Letter to parents
2. Childcare room and workers

Week Seven

- Send letter to parents
- Reserve media center
- Meet with guest speakers
- Gather workshop handouts

Objectives:

1. To reserve media center for parent education workshop.
2. To inform bilingual parents of workshop date and time.
3. To meet and discuss workshop topics with guest speakers.
4. To have all workshop handouts available for distribution.

Procedures:

1. Write a letter to all bilingual parents informing them of the workshop date and time.
2. Reserve the media center for the workshop.
3. Meet with the guest speakers and discuss workshop topics and materials.
4. Make available all workshop handouts for each participant.

Materials:

1. Letter to parents
2. Workshop handouts

Week Eight

- Send reminder to bilingual parents
- Confirm workshop date, time, and guest speaker
- Develop workshop post-survey
- Confirm reservation of childcare room and workers
- Hold workshop

Objectives:

1. To remind all bilingual parents of the parent education workshop.
2. To confirm date with guest speakers and childcare room and workers.
3. To develop survey and distribute at the end of the workshop.
4. To hold parent education workshop in the school media center.

Procedures:

1. Send workshop reminder to all bilingual parents.
2. Confirm date and time with guest speakers.
3. Confirm room and childcare workers.
4. Develop parent survey and distribute at the end of the parent education workshop.
5. Hold workshop.

Materials:

1. Letter to parents
2. Parent survey
3. Workshop handouts

Workshop #2: Parent Education for Bilingual Parents

Target Group: Bilingual parents with children staffed in the bilingual program.

Objective: To orientate the bilingual parents about an at-home educational program.

Guest Speakers: Mrs. Rosa Aviles, bilingual teacher

Mrs. Rosa Aviles, fourth grade teacher, former bilingual teacher

Procedures:

1. Welcome parents.
2. Inform parents of workshop objective.
3. Workshop Activities:
   a. Auditory Discrimination
   b. Observation/Visual Discrimination
   c. Shapes
   d. Colors
   e. The Sense of Taste
   f. The Sense of Touch
   g. Pairs
   h. Sequence/Order
   i. Opposites
   j. Time
   k. Concept of Quantity
   l. Supporting the Educational Program at Home

Materials: 1. Twelve activity handouts

Evaluation: Post-survey distributed at the end of the workshop.

Week Nine

- Develop post-survey
- Translate any school business

Objectives:
1. To develop post-survey.
2. To translate any school business.

Procedure:
1. Develop post-survey.
2. Translate any school business.

Material:
1. Post-survey
2. Translation materials

Week Ten

- Distribute post-survey
- Translate any school business

Objectives:

1. To tabulate post-test.
2. To translate any school business.

Procedure:

1. Distribute post-survey.
2. Translate any school business.

Materials:

1. Post-test
2. Translation materials

Week Eleven

- Tabulate post-survey results

Objectives:
1. To tabulate post-survey results.
2. To translate any school business.

Procedures:
1. Tabulate all post-surveys.
2. Translate any school business.

Materials:
1. Post-surveys
2. Translation materials

Resources

The coordinator of the district's elementary bilingual program was invited to speak at the first parent workshop entitled "Orientación' del Programa Bilingue" (Bilingual Program Orientation). The speaker explained to the parents in their native language, Spanish, the purpose and objectives of the district's bilingual program. A thorough explanation of the Bilingual Education Act of 1974 was given and each parent received a handout in Spanish on the information presented in the workshop (Appendix B:60). A time was set aside for questions and answers following the presentation.

The second parent education workshop entitled "Enseñando a su Hijo en Casa: Actividades que Usted Puede Hacer con su Hijo" (Teaching at Home: Activities You Can Do with Your Child) was also presented in Spanish by a bilingual teacher. Numerous activities were presented for parents to conduct with their children focusing on intellectual development, development of body senses, visual and auditory discrimination, and oral language A handout was also distributed to each parent in Spanish (Appendix C:61). Every parent was encouraged to implement the activities at home. Additional resources were presented such as parent education films and educational

materials from the public library. The parents were encouraged to visit the school library and public library for resources they could use with their children.

Childcare was also provided for both workshops. Two individuals were needed to care for children in the first meeting and one individual for the second meeting because of low attendance. Childcare provision allowed the opportunity for parents to attend the workshop while the children were being cared for.

Monitoring

During the 12-week implementation period, the researcher scheduled time to evaluate and adjust the project according to survey results and administrative suggestions. The practicum mentor was consulted throughout the implementation process. Surveys were distributed to parents at the close of each workshop and the end of the practicum. The results of the surveys provided valuable information to determine any changes needed in the implementation process.

Evaluation

The researcher distributed a pre-survey and post-survey to all Hispanic parents with children in the bilingual program.

Surveys were also administered at the close of each parent workshop. The surveys were comprised of Yes and No questions, open-ended questions, and a section for comments.

Data was collected from all the surveys, tabulated and analyzed after each distribution. Results from the post-survey were compared to results from the pre-survey to determine if the following objectives were met:

1. Over a period of three months, 50 percent of the Hispanic parents in the target group will participate in two parent education workshops increasing their understanding of the bilingual program and academic activities they can conduct with their children as measured by a survey distributed at the end of each workshop.

2. Over a period of three months, the Hispanic parents in the target group will receive school information in Spanish. The effectiveness of translated school communication information will be determined by a parent post-survey.

3. Over a period of three months, all school meetings will provide an interpreter or be conducted in Spanish for the Hispanic parents in the target group. Results will be measured by a post-survey given to the parents following the meetings.

The number of participants attending the two workshops were compared and tabulated. The first objective would be met if 50 percent of the Hispanic parents in the target group participated in the workshops. Objective two would be met if the Hispanic parents in the target group received school information in

Spanish. The third objective would be met if all school meetings provided an interpreter or were conducted in Spanish for the Hispanic parents in the target group.

Chapter IV

RESULTS

A number of studies have identified parent involvement as a critical factor associated with academic achievement in school. The lack of parental involvement exists among the Hispanic parents of bilingual students enrolled in the bilingual program at the writer's school. As documented by the survey (Appendix A:59) given to the Hispanic parents, 69 parents out of a total of 108 stated they did not attend Parent/Teacher Association meetings. Even though a large number of bilingual parents did not participate in Parent/Teacher Association meetings, 65 out of a total of 83 stated they would participate if an interpreter were provided. Eight-five out of a total of 100 responded positively to receiving school information in their native language. The evidence illustrated the desire for Hispanic parental involvement was there; only the language presented a barrier. To successfully involve the bilingual parents at the writer's school, three strategies were applied:

1. translating all school-related information into Spanish;
2. providing parent education classes in Spanish; and
3. providing a Hispanic interpreter for the Parent/Teacher Association meetings.

The strategies listed were used to successfully execute the following project objectives:

1. Over a period of three months, 50 percent of the Hispanic parents in the target group will participate in two parent education workshops, increasing their understanding of the bilingual program and academic activities they can conduct with their children, as measured by the survey distributed at the end of each workshop.

2. Over a period of three months, the Hispanic parents in the target group will receive school information in Spanish. The effectiveness of translated school communication information will be determined by a parent post-survey.

3. Over a period of three months, all school meetings will provide an interpreter or be conducted in Spanish for the Hispanic parents in the target group. Results will be measured by a post-survey given to the parents following the meetings.

The project was evaluated in three stages. The first and second evaluations were conducted at the end of each parent education workshop. Each participant received a survey at each workshop and were given sufficient time to complete it; these were collected at the close of the meeting. The third evaluation was conducted at the end of the practicum. Evaluation was in the form of a survey, questioning the Hispanic parents in respect to receiving school information translated in their native language, the benefits of providing an interpreter for school meetings, and the usefulness of the information presented in the parent

education workshops. Subsequently, the surveys were received by the writer and tabulated.

The major findings and results of this practicum geared to increase Hispanic parent involvement was evaluated. The program participants were Hispanic parents with children enrolled in the bilingual program assigned to an elementary school in a southeastern state. The study was conducted during the spring semester of the 1990-91 academic school year, and reasons why Hispanic parents of the target group were not participating in school functions were determined. A program was implemented encouraging parents to become involved in the school and their child's academic progress.

Objective number one was not totally successful when 38 Hispanic parents of the targeted group responded they would attend the first workshop and only 28 parents participated. Seven Hispanic parents of the targeted group responded they would attend the second workshop and seven parents participated. Both workshops were held in the school's media center.

The following comments highlight key factors from both workshops. The first workshop was held on a Thursday evening and the second workshop on a Saturday morning. There was a greater response on the weeknight than the weekend. Both workshops were

equipped with childcare workers in a room with a variety of educational toys and a playground. A letter was sent home two weeks prior to each workshop and a reminder sent home the week prior to the workshops. The parents who participated in the workshop responded positively towards the speakers and information presented. They also commented positively on the organization of the workshop, childcare, and handouts they received for later reference. Many expressed the desire to have similar workshops next school term. In summary, the workshops were successful and beneficial to the participating parents in light of the fact objective one was not met because 50 percent of the parents did not participate.

One-hundred-fifty post-surveys were distributed at the end of the spring semester to the Hispanic parents of the targeted group. Twenty-seven post-surveys were returned. The probable cause for the lack of response might have been the surveys were sent so close to the end of the school year. Objective two was still met when 24 out of 27 post-surveys stated positively about receiving school information translated into their native language, Spanish. The researcher worked closely with the administrators and office workers to make sure all school information was translated. In addition, the school's morning

announcements were also translated into Spanish, such as the date. weather, menu, and additional school news. In summary, objective two was met as all school business was translated into Spanish.

During the implementation process, only one Parent/Teacher Association meeting was held. An interpreter was present and translated the entire business meeting for the eight Hispanic parents present. Even though there was only one school meeting, an interpreter was provided. It has now become a school priority to have an interpreter in every school meeting; therefore, objective three was met.

In conclusion, objectives two and three of the study were met: all school business was translated into Spanish and an interpreter was present in the Parent/Teacher Association meeting. The results of this study based on the information compiled and examined presented evidence to suggest three conclusions. First, Hispanic parents have a genuine interest to be involved in their children's education; however, work schedules, childcare, and language barriers cause hindrances. Second, schools with large Hispanic populations need to become familiar with the Hispanic culture in order to build a bridge of

communication. Lastly, Hispanic parents feel less alienated when school business is translated and an interpreter is provided for all school meetings.

Chapter V

RECOMMENDATIONS

The writer observes a significant need for the Parent/Teacher Association and school administration to locate resources among the staff, parents, and county administration to provide all necessary school and Parent/Teacher Association information in Spanish for Hispanic parents having difficulty with the English language.

The district reports 9.5% of the student population is Hispanic, and 1,764 students are enrolled in the bilingual program. As the Hispanic enrollment increases, the demand to provide parents with adequate school information in their native language also increases. These observations and the results of the survey will be shared with the Parent/Teacher Association president, the principal, and the school Strategic Planning Committee (of which the writer is a member).

In the parent survey, 65 out of a total of 83 parents stated they would attend Parent/Teacher Association meetings if an interpreter were provided. This will be recommended to the principal and president of the Parent/Teacher Association.

Solicitation for an interpreter can be made within the faculty and staff or the parent community.

In addition, it will be recommended for the district elementary bilingual department to be informed of the project, findings, and solutions so it can be available for other schools facing similar barriers. The writer will also recommend to the bilingual department the development of an English Speaker of Other Language parent handbook for those new to the community. Also recommended will be workshops planned for the beginning of every school year as support for bilingual parents.

The writer's final recommendation is for the administrators to invest in purchasing from the Hispanic Policy Development Project booklets for each Hispanic parent explaining in Spanish the role parents are expected to play in U.S. schools. Also included in the booklet is information about attending school meetings and activities, and how parents can help at home to further their children's academic progress.

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APPENDICES

Appendix A

PARENT SURVEY

CUESTIONARIO

1 ¿Assiste usted a las reuniones del PTA* de Palmetto?

Si _____ No _____

2. ¿Participa usted en actividades escolares fuera del programa del PTA?

Si _____ No _____

3. Si contestó no a las primeras dos preguntas, ¿Por qué no?

_____

_____

_____

4. ¿Prefiere recibir información sobre las reuniones del PTA y actividades escolar en español?

Si _____ No _____

5. ¿Participaría usted en las reuniones del PTA y las actividades escolares si un intérprete fuese proveido?

Si _____ No _____

6. ¿Qué sería requerido para facilitarle que usted pueda asistir a estas reuniones y actividades escolares?

_____

_____

_____

* PTA - Asociación de Padres y Maestros

November 5, 1990

Estimados Padres,

Durante los últimos años hemos observado la poca asistencia y participación de parte de nuestros padres de habla hispana en las reuniones de padres/maestros.

Es nuestro propósito buscar las razones por la cual esto sucede. Por tal razón les estamos enviando este cuestionario en el cual usted podrá dar su opinión. Los resultado serán usados para el beneficio de ustedes y sus niños.

Por favor, ayúdenos con el mismo. Este asunto es importantísimo.

Muchas Gracias,

Departamento bilingue

P.D. Devuelva mañana mismo el cuestionario y su nino recibirá un pequeño obsequio.

Appendix B

WORKSHOP #1:

ORIENTATION IN THE DISTRICT BILINGUAL PROGRAM

Estimados Padres:

El jueves, once de abril del 1991 a las siete de la noche tendremos una presentación por la directora del programa bilingue de los grados elementales, Yvonne Diaz. Ella hablará sobre el programa bilingue de Orange County. Tambien le contestará preguntas que usted tenga sobre el programa bilingue. Tendremos este programa en la biblioteca de la escuela y sólo sera de una hora. Si usted tiene hijos pequeños, vamos a proveer a alguien que los cuide mientras usted está en la reunión.

Favor de llenar la parte de abajo y mandarla con su hijo/hija, no mas tarde del martes. 9 de abril del 1991.

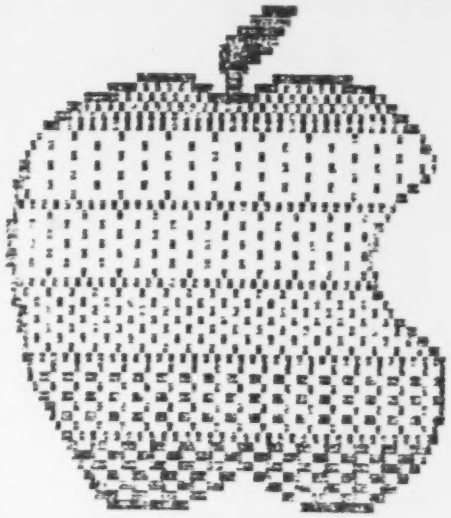
Sinceramente,

Marlene Costas

****

_____ Si, yo participare en la reunión Niños que asistiran____

_____ No, participare en la reunion



PRESENTACIÓN DEL PROGRAMA BILINGUE

POR:	La Dra. Yvonne Diaz Directora del Programa Bilingue de los grados elementales
CUANDO:	jueves, 11 de abril del 1991
HORA:	7:00 - 8:00 P.M.
DONDE:	En la biblioteca de la escuela Palmetto

*** HABRÁ ALGUIEN PARA CUIDAR A LOS NIÑOS

PRESENTACIÓN DEL PROGRAMA BILINGUE

1. ¿Fué la orientación presentada en una forma clara?
   Sí_____ No_____

2. ¿Fué la información presentada en la orientación beneficiosa para Ud.?
   Sí_____ No_____

3. ¿Cree Ud. que entiende el programa bilingue del distrito en una forma mejor que antes de la presentación?
   Sí_____ No_____

4. ¿Despues de haber asistido la orientación, se siente Ud. menos relegado del sistema educativo?
   Sí_____ No_____

5. ¿Le ayudó que la orientación fue conducida en español?
   Sí_____ No_____

6. ¿Le ayudó el tener una persona para cuidar los niños mientras participaba en la orientación?
   Sí_____ No_____

7. Comentarios: _____

_____

_____

_____

_____

BOSQUEJO

PLAN "LEP"

Cada distrito escolar diseñsará un plan comprensivo para proveer instrucción apropiada a los niños que hablen otros idiomas. Esta nueva ley estatal especifica reglas a seguir para poder preparar dicho plan. Se incluirá un grupo de consejo de padres (de dichos ninos) para formular y someter el plan al estado.

Identificación, entrada al programa

A cada niño se le preguntará lo siguiente:

1. ¿Se habla otro idioma en el hogar que no sea el inglés?

2. ¿Aprendió el estudiante a hablar un primer idioma que no fuese el inglés?

3. ¿Habla más frecuentemente el estudiante otro idioma que no es el inglés?

Cualquier estudiante que responda "sí" a una o más preguntas tomará el exámen de lenguaje para determinar si debe entrar al programa.

Comite "LEP"

Este comité, compuesto por la maestra bilingüe, maestra de ESOL, consejera, administrador o representante, u otros educadores, determinarán el plan individualizado para cada estudiante. Tomarán en cuenta la habilidad linguística del niño y su historial académico. Los padres del niño deben ser invitados para formar parte del comité.

Salida del programa, monitoreo

Un niño puede participar en el programa por hasta seis anos. Si el comité "LEP" determina que el niño está listo para graduarse del programa, se le dará el mismo exámen de lenguaje que se le administró al entrar al programa. El niño debe de tener la habilidad para desenvolverse en el salón hogar en inglés sin problema alguno.

Si el niño no tiene éxito al salirse del programa, el comité tiene la opción de ubicar el niño en el programa de nuevo, si es necesario.

Programas especiales

Todo niño debe tener acceso a los programas especiales. La instrucción de dichos programas debe de proveerse en una manera que permita la participación plena del niño. Esta instrucción lo puede dar una maestra bilingüe, ayudante bilingüe o maestra de ESOL.

Si un distrito escolar no provee dichos servicios a los niños en programas tales como: Capítulo I, Capítulo III, migrante, educación compensatoria, etc., dicho distrito puede perder sus fondos estatales.

Desarrollo profesional para maestros

Aquellos maestros que son responsables por instruir a los niños que hablan otras idiomas deben de tener la preparación profesional adecuada para dicha tarea. Los maestros que enseñan en la lengua materna o los de "ESOL" deben de tener la certificacion apropiada, o un "endorsement."

Todo maestro que haya enseñado por dos años consecutivos utilizando estrategias de inglés como segundo idioma con estos niños podrá recibir la certificación. Estos maestros tienenque tomar instrucción adicional.

Los nuevos meastros de educación bilingüe o de ESOL deben de completar el entrenamiento requerido para su area.

Comité consejo de padres

Los padres que tienen hijos en el distrito escolar, especialmente aquellos con hijos en el programa, llevarán a cabo una función importante en el desarrollo e implementación del plan. Además, los padres tienen el derecho de particiapr en los comités "LEP" de sus hijos.

Uso de la lengua materna

No se le castigará ni disciplinará a un niño por hablar en su lengua materna.

233.058 Instruccion en ingles para estudiantes que hablan otros idiomas. Se proveera instruccion en ingles para todo estudiante que hable otro idioma. Dicha instruccion sera disenada para desarrollar el dominio de las cuatro destrezas del lenguaje incluyendo escuchar, hablar, leer y escribir. Los estudiantes que participen en programas intensivos en ingles no seran elegibles para generara fondos estatales por mas de tres anos, de acuerdo a la ley 236.081.

RESUMEN DE REQUISITOS NUEVOS PARA PROGRAMAS DE ESTUDIANTES "LEP" EN EL ESTADO DE LA FLORIDA

I. ¿Cómo se identifican los estudiantes "LEP"?

La identificación se hace cuando el niño se matricula en el sistema educativo por primera vez (desde al año escolar 1990-91) o al principio del año escolar si el nino no ha sido previamente identificado, para determinar:

(1) uso de lengua materna, lenguaje del hogar,
(2) origen nacional (o lugar de nacimiento).

II. ¿Cuándo se determina la habilidad en inglés?

El niño es considerado como limitado en el uso del inglés ("LEP"- limited English proficient) cuando el idioma del hogar no es el inglés. Esto se determina a través de una encuesta del hogar o durante el proceso de matricula. Se hacen las siguientes tres preguntas:

(1) ¿Se habla otro idioma en el hogar que no sea el inglés?
(2) ¿Aprendió el estudiante a hablar un primer idioma, que no fuese el inglés?
(3) ¿Habla más frecuentemente el estudiante un idioma que no es el inglés?

III. ¿Cómo se determina si el dominio del ingles es limitado?

Método de Asesoramiento: Se debe hacer lo más pronto posible. El estudiante debe recibir servicios apropiados de acuerdo a los resultados del exámen. No deben haber listas de espera. Esto se debe hacer basado en el procedimiento temporero establecido por el distrito escolar. El estudiante se considera "LEP," y puede recibir fondos cuando cumple con una o más de las siguientes condiciones:

(1) El estudiante obtiene un resultado de habilidad limitada en el inglés por medio de un exámen de lenguaje que mide las destrezas de comprensión auditiva y habilidad para hablar el inglés. Dicho exámen se tiene que administrar no más de 4 semanas luego de haberse matriculado al niño, o la razón por no haber dado el exámen a tiempo se le dará al padre por escrito.

(2) En los grados 4 en adelante, además del examen descrito en #1, se dará un examen de lectura y escritura y el niño será elegible para el programa con un resultado de 32 percentila o menos.

(3) Un estudiante tambien se puede considerar limitado en inglés y puede recibir servicios y fondos si el comité local escolar, el "Comité LEP", lo determina así. Un padre o un maestro puede pedir que se convoque dicho comité. El comité puede tomar la decisión basado en por lo menos uno de los siguientes criterios:

(a) historial académico o social del estudiante incluyendo una entrevista al estudiante

(b) recomendación por escrito y observación actual y servicios previos de instrucción (a través de una maestra, ayudante de maestra, consejera, etc.)

(c) nivel de dominio de destrezas básicas en inglés o la lengua materna de acuerdo a normas establecidas localmente o nacionalmente

(d) informe escolar de calificaciones actuales o previas, o

(e) los resultados de otros examenes.

IV. ¿Quién lleva a cabo los exámenes y cómo se documentan los resultados?

Dos componentes claves - El Comité LEP y los planes individuales del los estudiantes

(1) Los Comités LEP están compuestos por: la maestra bilingüe, la maestra de ESOL (inglés como segundo idioma), administrador de la escuela o su representante, consejera, trabajadora social, psicólogo escolar, u otros educadores de acuerdo a la situación. Es requisito invitar a los padres para que participen en la reunión.

(2) Cualquier decisión tomada por el Comité LEP se tiene que documentar por escrito y mantener en el plan individual del estudiante.

V. ¿Cómo y cuándo debe salir el niño del programa? ¿Cómo se reclasifica al estudiante?

(1) El niño tiene derecho a recibir servicios hasta que domine el inglés. Éste derecho permanece aún cuando el distrito no tiene los fondos para ofrecerlo.

(2) Los estudiantes que son elegibles para entrar al programa, según el comité LEP y no necesariamente por los resultados del exámen de lenguaje, puden salir del programa cuando se le haya reexaminado su caso. Cualquier miembro del Comité LEP, incluyendo el padre, puede pedir se convoque dicho comité.

(3) El progreso académico del estudiante, luego de haber salido del programa, se tiene que observar periódicamente. El estudiante debe progresar por lo menos al mismo nivel que cualquier niño

promedio del distrito escolar. Es requisito revisar el caso luego que el niño haya salido del programa: 1) cuando haya recibido la primera tarjeta de calificaciones al salir; y 2) al final del segundo año. Si se observa cualquier patrón de aprovechamiento académico inferior, será necesario reunir al comite LEP, incluyendo al padre para discutir el caso.

(4) El Comité LEP debe mantener un expediente por escrito en el plan de cada niño. Dicho plan debe ser reevaluado anualmente.

(5) Se debe reclasificar al niño en el programa si el comité lo recomienda. No habrá límite de tiempo para la duración de le reclasificación.

VI. ¿Cómo se debe servir a los niños clasificados como "LEP"?

(1) Debe haber instrucción que el niño puede entender en las clases básicas del currículo. Se debe proveer, además, instrucción en inglés a través de la clase de ESOL (English for Speakers of Other Languages).

(2) La instrucción se debe proveer en la lengua materna (o del hogar) en las áreas básicas del currículo, tales como: matemáticas, ciencia, estudios sociales, y computadoras, en un programa bilingüe. O se puede proveer instrucción en las clases en inglés pero utilizando estrategias de la enseñanza de inglés como segundo idioma (ESOL).

(3) Se debe especificar la cantidad de instrucción en la lengua materna o en ESOL para cada clase en el plan individualizado. El Departamento de Educación del estado proveerá las normas a establecerse para la enseñanza en la lengua materna y en ESOL.

(4) El comité LEP se puede reunir en cualquier momento después de que el niño haya entrado al programa al cabo de un semestre para determinar el progreso del niño. Cualquier modifiación a la recomendaciones iniciales se deben hacer por escrito.

(5) Enseñanza en ESOL, ESOL en las áreas del currículo, o la instrucción en la lengua materna deben ser proveídas por personal cualificada y con materiales apropiados.

(6) Ensenanza en ESOL, ESOL en las áreas del currículo, o la instrucción en la lengua materna debe de proveerse de una manera pedagógicamente apropiada de acuerdo a requisitos establecidos en el campo de la educación y en el estado (los cuales se desarrollarán). Esta instrucción debe de resultar en un programa para niños "LEP" igual y comparable a la instrucción que se le ofrece a los niños que dominan el inglés.

(7) Aquellos niños LEP que han de recibir instrucción en ESOL a través del currículo deben tener acceso a un maestro de la materia requerida y que esté entrenado en la metodología de ESOL. Este maestro debe dominar la lengua materna de estos niños. Cualquier

escuela que tenga por lo menos 15 niños que hablen un mismo idioma que nos es el inglés proveerá una maestra o ayudante que hable el idioma de los niños. Esta persona estará entrenada en la enseñanza de ESOL en las áreas del currículo.

(8) Si el distrito no puede proveer la instrucción requerida, debe documentar la falta de la misma y debe justificar esta falta (dificultad en reclutar, entrenar o nombrar el personal requerido) El distrito debe desarrollar un plan escrito que incluirá medidas temporeras para sutituir los servicios requeridos hasta que se puedan establecer los servicios en el distrito y en las escuelas.

VI. ¿Cuáles medidas aplican a los planes "LEP" del distrito y a su implementacion?

(1) Los planes "LEP" del distrito se deben someter al Departamento de Educación del Estado para su aprobación antes de su implementación. No habrán fondos estatales si no se somete y se aprueba el plan. El estado tendrá 60 dias para aprobar, rechazar o hacer recomendacions en el plan.

(2) Los planes del distrito deben de estar conformes con el acuerdo LULAC v. La Junta Estatal de Educcación del Estado de la Florida.

(3) Los planes del distrito se deben revisar y volver a someter cada tres años.

(4) Los planes de cada distrito deben incluir: a) requisitos de entrada, salida y evaluación de salida; b) tipo de instrucción y servicios que se proveerán; c) nombramiento y selección de personal requerido; d) evidencia de haber consultado con el consejo de padres que representen a los niños LEP; e) y las medidas temporeras que se tomarán según el acuerdo establecido.

VIII. ¿Cómo se asegura acceso equitativo a los niños LEP en los programs categóricos?

(1) Ningún plan de distrito será aprobado por el Departamento de Educación del Estado si no ofrece servicios apropiados a los niños LEP en los programas tales como: Capítulo I, educación exepcional (incluyendo a los niños dotados o lisiados), pre-escolar, etc.

(2) Cada distrito escolar reportará anualmente al Departamento de Educación del Estado el número de estudiantes que reciben servicios en los programas categóricos. Esta información incluirá la raza, origen nacional (lugar de nacimiento), status LEP de los niños y los servicios ofrecidos.

(3) La programación categórica que se le proveerá a los niños LEP debe ofrecerse de una manera que facilite la comprensión y debe ser consistente con las normas establecidas de instrucción en ESOL y la lengua materna.

IX. ¿Qué se requiere para proveer el personal cualificado?

(1) Cada Plan del distrito debe indicar cómo implementará los requisitos para nombrar el personal adecuado, incluyendo la determinación de dominio de la lengua materna para aquellos maestros que proveerán instrucción en la lengua materna (el cual se determinará por medio de haber pasado un examen en la lengua materna o certificación en dicha lengua según los requisitos del estado.)

(2) Los maestros de ESOL básico deben tener la certificación en ESOL (ESOL endorsement), o certificación para enseñar en inglés en el nivel apropiado, o deben tener prueba de haber enseñado por lo menos dos anos en el distrito utilizando las estrategias de ESOL en el salón de clases, antes del 1 de julio de 1990. El superintendente del distrito someterá ésta verficación por escrito y tendrá prueba para dicha verificación.

(3) Los maestros de ESOL que sean elegibles para recibir el endoso ESOL deben completar entrenamiento adicional de 3 créditos o 60 puntos (inservice) proveído por su distrito escolar como parte de los 6 créditos semestrales requeridos. Estos créditos o puntos se tomarán antes de que se renueva su certificado después del 1 de julio de 1990. Entrenamiento adicional se completará en los siguientes 3 años.

(4) Los maestros de ESOL básico o de la lengua materna deben tener entrenamiento necesario en ESOL en las áreas del currículo e instrucción en educación bilingüe y certificación apropiada para enseñar en las áreas básicas del currículo de acuerdo al nivel de instrucción de los niños.

El distrito no tendrá que cumplir con éstos requisitos si hay menos de 10 niños LEP dentro de un radio de 20 millas de la escuela dada o dentro de la zona de asistencia. Estas excepciones se otorgarán una vez al año y se tendrán que renovar si el distrito puede comprobar y documentar la anteriormente dicho.

(5) <u>Requisitos de entrenamiento a ofrecerse por los distritos (inservice)</u>

Todo entrenamiento desarrollado y ofrecido por el distrito debe ser aprobado con aterioridad por el Departamento de Educación del Estado y será evaluado cada 3 años para asegurar su efectividad. Los requisitos de entrenamiento del estado serán evaluados durante el año escolar 1992-93.

Tipo de maestro	Tipo de entrenamiento requerido	Cantidad
ESOL básico	Métodos en la enseñanza de ESOL, desarrollo de currículo de ESOL y materiales, comunicación a través de las culturas y administración y evaluación de pruebas en ESOL.	60 puntos ofrecido por el distrito, o 3 créditos universitarios semestrales.
ESOL en el area del currículo	Igual que lo anterior (además de cualquier otro requisito, si existe).	Lo mismo
Lengua Materna (Bilingüe)	Métodos de la enseñanza en la lengua materna, desarrollo de currículo y materiales, y evaluación en la lengua materna.	Lo mismo
Maestros de niños LEP en otras áreas (especiales)	Igual para los maestros de ESOL básico (menos aquellos que han ensenado efectivamente por dos años a niños LEP antes del 1 de julio de 1990).	3 días completos de planeo (equivalente a 18 horas de puntos "in-service" o 3 horas semestrales)

Todos los cursos de entrenamiento ofrecidos por el distrito (inservice) deben completarse dentro del primer año de haber trabajado como maestro exceptuando a los maestros principiantes, quienes tendrán dos años para completarlo, y para maestros básicos de ESOL, quienes tendrán 3 años para completarlos.

Cada distrito debe hacer una proyección de los maestros necesarios para ofrecer instrucción en ESOL y/o en la lengua materna. El distrito debe asegurar que el mayor número de maestros reciba el entrenamiento requerido al comienzo del año escolar 1993-94 y que el grupo menor reciba entrenamiento para el comienzo del año escolar 1993-94. Todo entrenamiento debe comenzar en el año 1991-92.

El entrenamiento que se ofrecerá para renovar los certificados se debe completar dentro de un año al final del período de validez del mismo.

(6) El entrenamiento ofrecido por el distrito (inservice) debe de proveerse de manera que el maestro complete el mismo en tiempo de contacto y práctica supervisada. Además debe incorporar objetivos para demostrar el dominio de las competencias y evaluación para medir la eficacia del entrenamiento.

(7) Los instructores de los maestros bilingües deben dominar, lo más posible, la lengua materna de dichos maestros.

(8) El distrito debe documentar el entrenamiento exitosamente completado por cada maestro y ayudante.

(9) Entrenamiento apropiado debe desarrollarse para administradores, directores de escuelas, y ayudantes en el distrito.

(10) El distrito debe desarrollar entrenamiento adicional de lo requerido para aumentar la efectividad de la programación de los niños LEP, según surja la necesidad.

(11) El Departmento de Educación del Estado proveerá asistencia técnica (incluyendo asistencia tecnológica, según sea posible) a los distritos escolares según completen el entrenamiento requerido).

X. Requisitos de evaluación

(1) Cada distrito debe retener documentación necesario para cumplir con las reglas federales, estatales y de este acuerdo.

(2) Si el distrito falla en tomar acción para correjir fallos identificados como resultado de la evualuación del estado, será sujeto a sanciones impuestas por el estado.

(3) El distrito debe compartir los informes de evaluación del estado con el Consejo de Padres LEP.

XI. Otros requisitos

(1) Cada distrito debe promover el establecimiento del Consejo de Padres al nivel del distrito o de la escuela. Además debe proveer entrenamiento y orientación sobre el plan del distrito para los miembros de dicho consejo. Estos consejos serán consultados antes de que se someta el plan al estado

(2) Toda comunicación de la escuela al hogar de los niños LEP, tanto los que están en el progrqama y los que se han graduado, se proveerá en la lengua que dominen los padres, a menos que se imposible.

(3) Ningún estudiante será reprendido o castigado por hablar en su lengua materna.

(4) Protección especial se proveerá para los estudiantes inmigrantes, generalmente, y epecialmente para los indocumentados, específicamente

Appendix C

WORKSHOP II:

TEACHING AT HOME: ACTIVITIES YOU CAN DO WITH YOUR CHILD

Estimados Padres:

El sabado, once de mayo del 1991 a las diez y media de la manana tendremos una presentación de actividades que usted pueda usar con sus hijos para ayudarles majorar sus estudios. Tendremos esta presentación en la biblioteca de la escuela y solo sera de una hora. Si usted tiene hijos pequeños, vamos a proveer a alguien que los cuida mientres usted esta en la reunión. Esperamos que usted pueda asistir.

Sinceramente,

Marlene Costas

****

FAVOR DE INDICAR SI PIENSA VENIR O NO. MANDE ESTE PAPEL NO MAS TARDE DE MIERCOLES, OCHO DE MAYO DEL 1991.

_____ Si, yo participará en la reunión Ninos que asistiran _____

_____ No, participaré en la reunión

PRESENTACIÓN DE ACTIVIDADES ELEMENTALES

CUANDO: sabado, 11 de mayo del 1991

HORA: 10:00 - 11:30 A.M.

DONDE: En la biblioteca de la escuela Palmetto

PARA QUIEN: Padres hispanos con hijos en grados elementales

***HABRÁ ALGUIEN PARA CUIDAR A LOS NIÑOS

Presentación de Actividades Elementales

1. ¿Fué la orientación presentada en una forma clara?

   _____Si _____No

2. ¿Fué la información presentada en la orientación beneficiosa para usted?

   _____Si _____No

3. ¿Le ayudó que la orientación fue conducida en español?

   _____Si _____No

4. ¿Para usted que fue los mas beneficioso de la orientación?

   _____

   _____

5. ¿De las actividades presentada, cuales actividades utilisara con sus hijo/hija?

   _____

   _____

6. ¿Habrá una area no cubrieta que usted concidere necesaria?

   _____

   _____

7. Comentarios:

   _____

   _____

   _____

   _____

Hoja de Activadades No. 1

La Discriminación Auditiva

El niño puede:

1. escuchar varios tipos de música.
2. escuchar sonidos fuertes y suaves.
3. imitar los sonidos de diferentes animales y el niño puede adivinar los animales.
4. dar un paseo con su padre en una calle de la cuidad y escuchar los ruidos que hay a su alrededor.
5. escuchar los sonidos que se reproducen pegando a vasos con diferentes niveles de agua.
6. tocar la ventana, puerta, platos, materiales de metal, plastica, etc. para oir diferentes sonidos.
7. recitar las letras del alfabeto.
8. recitar los vocales.

LAS VOCALES

Aa -Un muchachito que conozco yo, le gustan mucho las muchachitas bonitas. Y cada vez que ve una muchachita bonita con su cabello muy peinadito y su vestidito muy planchadito, el muchachito dice, "¡ahh-ahh!"

Ee -Yo conozco un viejito que está tan viejito, que no puede oír nada. Cada vez que le pregunto algo, me dice, "¿eh? ¿eh? ¿eh?"

Ii -Una muchachita iba andando por su cuarto cuando de repente, salió un ratón grandote y feo! La muchachita dijo, "I-I-I"

Oo -Un vaquero montado a caballo iba caminando muy rápido cuando vió unas vacas suyas y se quiso parar pronto. Le dijo a su caballo, "O-O-O."

Uu -Todas las tardes a la misma hora cuando estoy descansando en mi casa después de escuela, oigo un tren que pasa cerca de mi casa y dice, "U-U-U-U."

LA MAR (Juego de los Vocales)

La mar estaba serena,
Serena estaba la mar.

Aa La mar astaba sarana,
Sarana astaba la mar.

Ee Le mer estebe serene,
Serene estebe le mer.

Ii Li mir istibi sirini,
Sirini istibi li mir.

Oo Lo mor ostobo sorono,
Sorono ostobo lo mor.

Uu Lu mur ustubu surunu,
Surunu ustubu lu mur.

La mar estaba serena,
Serena estaba la mar.

A-E-I-O-U- RHYMES

¡Ba-a-ba, el burro ya se va!
¡Be-e-be, el burro ya se fue!
¡Bi-i-bi, el burro no está aquí!
¡Bo-o-bo, el burro no soy yo!
¡Bu-u-bu, el burro eres tú!

A-E-I-O-U,
Arbolito del Perú
Yo tengo seis años.
¿Cuántos años tienes tú?

Hoja de Actividades No. 2

La Discriminación Visual

El niño puede:

1. jugar el juego "Veo, Veo."

   Padre: Veo, Veo.

   Nino: ¿Qué ves?

   Padre: Una cosita.

   Nino: ¿Con qué color o letresita?

   Padre: Con el color o colores _____.

   Nino: Advina el objeto.

2. nombrar objetos en la casa con los mismos colores.
3. comparar los tamaños de objetos en la casa.
4. comparar y discutir comida vieja con comida fresca.
5. comparar y discutir objetos que son identicos y diferentes.
6. ayudar el padre preparar comida para ver la diferencia en aparencia antes y despues.

gelatina	huevos	tocino
pudín	bizcocho	buñuelos

7. sembrar semillas en un jardincito o en unas macetas pequeñas. Les da mucho gusto a los niños ver brotar las semillas de flores, de frijól, de maíz y alpiste. Así como crecen las semillas, tambien crece el vocabulario de su niño:

flor	florecimiento	desarrollar
brotar	raíz	semilla
saltan	remojar	tronco
broto	tallo	

8. buscar una letra (puede ser cualquiera) tantas veces como sea posible en su cuento favorito.
9. cortar ciertas letras del periódico tantas veces como se encuentren y péguenlas en una página en un libro del alfabeto.
10. comparar las letras mayúsculas con las letras minusculas.

Hoja de Actividades No. 3

Las Formas

El niño puede:

1. aprender los diferentes formas.

   triángulo círculo cuadrángulo

   rectángulo óvalo

2. copiar los diferentes formas.
3. identificar los diferentes formas en la casa.

   ventanas comida

   copas muebles

   vasos latas

4. identificar y comparar las formas que se encuentra afuera de la casa.

   carros árboles

   edificios señales

5. cortar diferente formas en revistas y periódicos.

Hoja de Actividades No. 4

Los Colores

El niño puede:

1. aprender los diferentes colores.
2. separar la ropa en orden de colores.
3. identificar los colores de objetos en la casa.
4. identificar los colores y formas de objetos afuera de la casa.

   casa — edificos

   flores — señales

   carros

5. aprender los colores del semáforo.
6. lavar los trastes, y se puede jugar este juego de adivinanzas con él. Por ejemplo, "estoy pensando de algo amarillo." Cuando él advine lo que usted esta pensando, entonces le toca a él escoger algo y darle a usted el color como clave para ayudarle a usted a adivinar lo que el.
7. mencionar el número de cosas rojas, azules, moradas, etc. que vea.

8. describir la ropa que hoy trae puesta: una camisa blanca, unos pantalones azules, etc.
9. sacar un libro de colores de la biblioteca de la escuela y juntos pueden leerlo.

Hoja de Actividades No. 5

El Sentido de Tacto

El niño puede:

1. carvar en la arena y vaciar la arena en cajas y botellas de diferentes tamaño.
2. dar un paseo con su padre y escojer diferentes objetos por la texturas y describir las texturas.
3. tocar diferentes frutas y describir las formas.
4. visitar con su padre el jardín zoológico para tocar los animales.
5. hacer masa de harina y sal. El niño puede construir diferentes objetos y describirlos.

Hoja de Actividades No. 6

El Sentido del Gusto

El niño puede:

1. saboriar rebanada de limón y naranjas. Despues se le pregunta:

   ¿Cuál es dulce?

   ¿Cuál es amargo?

2. comer su comida y después de comer el padre le puede hablar de la comida que le gustó y por qué? La comida que no le gustó y por qué?
3. comer popcorn con sal y sin sal. Después el niño puede comparar el sabor.
4. provar y identificar frutas y vegetales frescas.
5. ayudar cocinar la comida y hablar de cuales especias le gusta y por qué.

Hoja de Actividades No. 7

Los Pares

El niño puede:

1. agrupar los diferentes zapatos que hay en la casa.
2. agrupar los calcetines, piernas, ojos, manos, brazos, camisas, y pantalones, etc.
3. buscar pares en la cocina como dos cucharas, dos copas, etc.
4. buscar pares en la tienda.
5. agrupar los juguetes en pares.

Hoja de Actividades No. 8

La Secuencia/El Orden

El niño puede:

1. cocinar al horno galletas o bizococho con la ayuda del padre. Discuten la secuencia de ingredientes.
2. discutir la secuencia de lavar trastes y ropa.
3. leer un cuento con su padre y discuten la secuencia de eventos.
4. aprender la secuencia de meses del ano, las estaciones, los dias de la semana, y los numeros.

Hoja de Actividades No. 9

Los Opuestos

Es muy importante comprender la relación entre conceptos opuestos y desarrollar el idioma por conocimiento de palabras nuevas. Así el niño puede aprender mucho con respeto al mundo. Los opuestos son conceptos abstractos. Para ayudar su hijo comprender se recomienda usar ejemplos concretos.

abajo : arriba
abierto : cerrado
alegre : triste
alto : bajo
amargo : dulce
áspero : liso
blanco : negro
bueno : malo
bonito : feo
caliente : frío
cerca : lejos
corriente : fino
débil : fuerte
delgado : grueso
derecha : izquierda
día : noche
difícil : facil
duro : suave
enfermo : sano
flaco : gordo
grande : pequeño
liviano : pesado
mayor : menor
mejor : peor
limpio : sucio
arriba : abajo
adentro : afuera
encima : abajo

Hoja de Actividades No. 10

El Tiempo/La Hora

El niño puede:

1. observar todos los relojes que han visto.
2. observar todos los sitios donde hay relojes.
3. hacer un reloj de papel de plato con un sorbeto plastico afirmado en el centro.
4. discutir el horario poniendo en foco las horas.
   a. la hora que se levanta.
   b. la hora del almuerzo.
   c. la hora de la cena.
   d. la hora que empieza la escuela.
5. discutir la palabras mañana, noche, mediodia, hoy, ayer, mas tarde, etc.
6. observar como crece un semilla durante sierto tiempos.

THE MONTHS OF THE YEAR		LOS MESES DEL AÑO	
January	enero	July	julio
February	febrero	August	agosto
March	marzo	September	septiembre
April	abril	October	octubre
May	mayo	November	noviembre
June	junio	December	diciembre

Primer mes del año
Enero ya llegó,
primer mes del año,
primer...año,
y enero y salió.

Segundo mes del año
en el mes de febrero,
blanca nieve cayó,
nieve...cayó,
febrero ya acabó.

Tercer mes del año
Marzo aquí volvió,
fuerte el viento sopló,
viento...sopló,
y marzo terminó.

Cuarto mes del año
El mes de abril llegó,
la lluvia empezó,
lluvia...empezó,
y el mes de abril salió.

Quinto mes del año
Mayo floreció,
y el pasto ya creció,
pasto...creció,
y mayo terminó.

Sexto mes del año
Junio ya llegó,
sexto mes del año,
sexto..año,
y Junio ya salió.

Séptimo mes del año
En el mes de julio,
el cucú ya cantó,
cucú...cantó,
y julio ya acabó.

Octavo mes del año
Agosto ya empezó,
y el calor ya subió,
calor...subió,
y agosto ya salió.

Noveno mes del año
Septiembre regresó,
la escuela ya se abrió,
escuela...abrió,
septiembre ya acabó.

Décimo mes del año
Octubre ya llegó,
el otoño empezó,
oto ño..empezó,
y octubre terminó.

Onceavo mes del año
Noviembre empezó,
y el cielo gris cubrió,
cielo...cubrió,
noviembre se acabó.

Doceavo mes del año
Diciembre ya volvió,
último del año,
último...año,
y el año terminó.

¡FELIZ AÑO NUEVO!

LOS DIAS DE LA SEMANA

Lunes, martes, miércoles, tres.
Jueves, viernes, sábado, seis.
y domingo, siete.

TREINTA DIAS' TIENE SEPTIEMBRE

Treinta días tiene
septiembre,
abril, junio y noviembre;
febrero tiene veintiocho,
y los demás treinta y uno.

THE SEASONS--LAS ESTACIONES

spring	la primavera
summer	el verano
autumn or fall	el otoño
winter	el invierno

LAS ESTACIONES

¿Cómo te llamas, hermosa niña?
Me llamo Primavera.
Yo traigo los pájaros y las flores.
Cuando llego los árboles se cubren de hojas
nuevas y el labrador echa la semilla en el surco.

¿Quién eres tú?
Soy el Verano.
Conmigo viene el calor.
Cuando llego los pájaros cantan en sus nidos
y las abejas hacen su panal.

¿Cómo te llamas, niño?
Mi nombre es Otoño.
A mí me acompañan siempre las nubes y la lluvia.
Yo pinto los árboles y los campos de color de oro.

¿Quién eres tú, niño?
Soy el Invierno.
Cuando llego los pajaritos se van.
Los niños se ponen sus abrigos y no salen a jugar.
Yo quito las hojas secas de los árboles para que cubran
las pequeñas plantas.

Hoja de Actividades No. 11

Los Números

El niño puede:

1. buscar en el periódico todos los numeros que sean iguales en los anuncios.
2. buscar todos los 2, 4's, etc., en su libro favorito de cuentos.
3. encontrar el canal de su programa favorito en el televisor.
4. llamar a un amigo por teléfono usando el disco selector.
5. identificar números en rótulos de carretera, en numeros de las casas, etc., cuando sale la familia de paseo.
6. medir el número de tazas de arena o de agua que se necesita para llenar un cuarto de galón de leche, o el número de cucharadas de arena que caben en una taza.
7. medir todas las cosas que vea en su alrededor: me muebles, libros, miembros de la familia, etc.
8. practicar medidas con una receta.
9. practicar los números, los números ordinales, y vocabularios de matemáticas.

NUMBERS--LOS NÚMEROS

zero	cero	0
one	uno	1
two	dos	2
three	tres	3
four	cuatro	4
five	cinco	5
six	seis	6
seven	siete	7
eight	ocho	8
nine	nueve	9
ten	diez	10
eleven	once	11
twelve	doce	12
thirteen	trece	13
fourteen	catorce	14
fifteen	quince	15
sixteen	dieciséis, diez y seis	16
seventeen	diecisiete, diez y siete	17
eighteen	dieciocho, diez y ocho	18
nineteen	diecinueve, diez y nueve	19
twenty	veinte	20
thirty	treinta	30
forty	cuarenta	40
fifty	cincuenta	50
sixty	sesenta	60
seventy	setenta	70
eighty	ochenta	80
ninety	noventa	90
one hundred	cien	100
two hundred	doscientos	200
three hundred	trescientos	300
four hundred	cuatrocientos	400
five hundred	quinientos	500
six hundred	seiscientos	600
seven hundred	setecientos	700
eight hundred	ochocientos	800
nine hundred	novecientos	900
one thousand	mil	1,000

Ordinal Numbers

Los Números Ordinales

first	primero
second	segundo
third	tercero
fourth	cuarto
fifth	quinto
sixth	sexto
seventh	séptimo
eighth	octavo
ninth	noveno
tenth	décimo

MATHEMATICS VOCABULARY

abacus	ábaco	dime	moneda de diez centavos (daime)
add	sumar	divide	dividir
addends	aumentos	equal	igual
algebra	álgebra	equation	problema
angles	ángulos	error	error
block (of houses)	cuadra	factors	factores
block (of wood)	bloque (de madera	flannel	flanelógrafo franelógrafo
cardinal numbers	números cardinales	foot	pie
cards	tarjetas	fractions	fracción, numero quebrado
circle	círculo	frame	marco
code	clave	gallon	galón
coin	moneda	geometry	geometría
combination	combinación	greater than	mas de o mas que
combine	combinar	horizontal	horizontal
combined	combinada(o)	horizontally	horizontalmente
compound	compuesta(o)	hour	hora
cone	cono	hundreds	centenas
count	cuenta, contar	inch	pulgada
cube	cubo	inclined plane	plano inclinado
cup	taza	inequality	desigualdad
curved line	línea curveada	less than	menos de o menos que
cylinder	cilindro	magnetic board	pizarrón magnético
decimal point	punto decimal	measure	medida, o medir
diameter	diámetro	minuend	minuendo

minus	menos
minutes	minutos
multiply	multiplicar
nickel	moneda de cinco centavos (nicle)
number line	línea numérica
number sentence	oración numérica
numbers	números
numerals	números
objects	objetos
ones (units)	unidades
order	órden
ordinal numbers	números ordinales
parallel	paralela
penny	centavo
pint	pinta o medio litro
place holder	guarda números
place	plano
plus	más
product	producto
progressive	progresivo
prism	prisma
pyramid	pirámide
quantity	cantidad
quart	cuarto o litro
quarter	moneda de veinti-cinco centavos
quotient	cuociente
rectangle	rectángulo
related	relacionado
remainder	restante
Roman numerals	número romano
result	resultado
score	la cuenta o el tanto
seconds	segundos
set	conjunto
skill	conocimiento destreza
solid	sólido
solution	solución
solve	resuelva
sphere	esfera
square	cuadrado
straight line	línea recta
to subtract	restar
subtrahend	sustraendo
sum	suma
tens	decenas
time	hora o tiempo
total	total
triangle	triángulo
vertical	vertical
vertically	verticalmente
volume	volumen
yard	yarda

LETTERS--LAS LETRAS

SPANISH ALPHABET

Letter	Pronunciation	Letter	Pronunciation
A	Ah	M	Ĕmĕ
B	Bĕ	N	Ĕnĕ
C	Sĕ	Ñ	Enie
Ch	Chĕ	O	Ō
D	Dĕ	P	Pĕ
E	Ĕ	Q	Koo
F	Ĕfĕ	R	Ĕrrĕ
G	Je	S	Ĕsĕ
H	Ahchĕ	T	Tĕ
I	Ē	U	ōo
J	Hotah	V	bĕ
K	Kah	X	Ĕkis
L	Ĕlĕ	Y	Yĕ or Ēgrēĕgah
Ll	Eyĕ	Z	Sĕtah

The Alphebet		El Alfabeto	
Aa	animal	Aa	animal
Bb	boat	Bb	barco
Cc	cart	Cc	carreta
		Ch	choza
Dd	dance	Dd	danza
Ee	elephant	Ee	elefante
Ff	flover	Ff	flor
Gg	goose	Gg	gansa
Hh	hello	Hh	hola
Ii	Indian	Ii	indio
Jj	jar	Jj	jarro
Kk	kerosene	Kk	kerosina

L	lamp	L	lámpara
		LL	llave
Mm	monkey	Mm	mono
Nn	nest	Nn	nido
		Ñn	niño*
Oo	October	Oo	octubre
Pp	paper	Pp	papel
Qq	quiet	Qq	quieto
Rr	rat	Rr	rata
Ss	sun	Ss	sol
Tt	top	Tt	trompo
Uu	uniform	Uu	uniforme
Vv	vase	Vv	vaso
Ww	wagon		
Xx	xylophone	Xx	xilofón o xilófono (México)
Yy	yard	Yy	yarda
Zz	zone	Zz	zona

Appendix D

COMMUNICATION POST-SURVEY

3 de junio, 1991

Estimados Padres:

Para principios de año se envió un cuestionario a todos los padres hispanos con estudiantes en el programa bilingue. Ciento ocho cuestionarios fueron devueltos a la escuela. De la información recibida pudimos descubrir lo siguiente:

1) Qué la información de la escuela no estaba llegando a sus casas en español.

2) Qué no había un interprete en las reuniones de la asociación de padres y maestros.

3) Qué era necesario organizar reuniones para encontrar solución al problema.

Las siguientes medidas han sido tomadas para mejorar el problema:

1) La información de la escuela se esta enviando en español.

2) Las reuniones de la asociación de padres y maestros estan siendo traducidas al español.

3) Se han conducido dos reuniones de información a los padres.

La primera reunión se llevo a cabo el dia 11 de abril de 1991. Veintinueve padres estuvieron presentes para escuchar a la Dra. Díaz, Directora del Programa Bilingue del área elemental.

La segunda reunión se llevó a cabo el dia 11 de mayo de 1991. Siete padres estuvieron presentes para recibir orientación y ideas de como ayudar a sus hijos en el progreso de sus estudios.

En cada reunión fue presentada información muy importante. Si usted esta interesado en recibir dicha información la puede conseguir con Sra. Costas, maestra de cuarto grado.

Le estamos enviando un formulario que nos proveera información muy importante para el próximo año. Favor de tomar algun tiempo para contestarlo y enviarlo con su hijo lo antes posible. Esta es su oportunidad para opinar acerca de la escuela.

Sinceramente,

Marlene Costas

Marlene Costas

CUESTIONARIO

1. ¿Esta Usted recibiendo información de la escuela en Español?

   Si_____ No_____

2. ¿El recibir información en Español le hace sentir parte de la escuela?

   Si_____ No_____

3. Ahora que se ha proveido un interprete para las reuniones en la escuela, esta usted asistiendo las reuniones?

   Si_____ No_____

   Si su repuesta es No, por qué? _____

   _____

   _____

4. ¿Le ayuda a usted el tener un interprete en la reuniones de la escuela?

   Si_____ No_____

5. ¿Se siente usted menos rechazado ahora que la escuela Palmetto esta tratando de proveer materiales y reuniones en Español?

   Si_____ No_____

6. Comentarios: _____

   _____

   _____

   _____

Appendix E

TRANSLATED SCHOOL INFORMATION

Orange County Public Schools

Palmetto Elementary School

2015 Duskin Avenue

Orlando, Florida 32809

21 de mayo de 1991

Estimados padres:

El jueves, 23 de mayo de 1991, tendremos una presentación de música "Kids For America" (Niños Para América) en la cafetería de la Escuela Palmetto. Habrá una reunión de la Asociación de Padres y Maestros a las 6:30 p.m. y tendremos un interprete.

El programa empezará a las 7:00 p.m. y en el mismo participarán los estudiantes del tercer a quinto grado.

¡Les esperamos!

Atentamente,

Cora G. Thomas-Shellman

Cora G. Thomas-Shellman
Principal

ndb

Orange County Public Schools

Palmetto Elementary School

2015 Duskin Avenue

Orlando, Florida 32809

21 de mayo de 1991

Apreciados miembros de la Asociación
de Padres y Maestros de la Escuela Palmetto (PTA):

Durante nuestra próxima reunión el jueves, 23 de mayo de 1991, elegiremos los miembros de la Junta de Directores de nuestra Asociación para el año escolar 1991-1992.

Los objetivos generales de la Asociación son:

1- Ayudar a mejorar la calidad de vida en el hogar.

2- Ayudar en el desarrollo de leyes para el cuido y protección de niños y jóvenes.

3- Promover el acercamiento y cooperación entre padres y maestros en el proceso educativo.

4- Proveer a nuestros estudiantes las mejores oportunidades educativas así como física, mental, social y espiritualmente posibles a través del esfuerzo unido de la comunidad y los educadores.

Toda persona interesada en pertenecer a nuestra Asociación y participar en la elección de nuestra Junta de Directores tiene que ser miembro de la misma.

Favor completar el formulario a continuación para nominar alguna persona o usted como candidato a una posición en la Junta de Directores. Devolver el volante lo antes posible a la atención de la maestra/o de su niño/a.

Gracias por su cooperación.

Alfredo Rivera
Presidente
Comite de Nominaciones PTA

NOMBRE DEL PADRE_____
NOMBRE DEL ESTUDIANTE_____
NOMBRE DEL MAESTRO/A_____
TELEFONO: HOGAR_____ TRABAJO_____
INTERESO PERTENECER A LA JUNTA: SI____ NO____
INTERESO LA POSICION DE_____
FAVOR DEVOLVER ESTE VOLANTE LO ANTES POSIBLE. GRACIAS.

COMITE DE NOMINACIONES PTA

Menu de Abril

8 pan tostado con queso
maíz
ensalada
bizocho de chocolate

9 ravioli
ensalada
pan
manzana

10 hamburguesa
habichuelas al horno
fruta
bizococho de chocolate

11 jamón
bróculi en mantequilla
papas
pan
pastel de manzana

12 pizza
ensalada
vegetales mezclados
rebanadas de melocotón

15 sandwich de pollo
ensalada
frutas
galleta

16 spaghetti
mazorca de maiz
pan
helado de naranja

17 sandwich de pescado
pupitas fritas
ensalada
pudín de cereza y vainilla

18 cumpleaños
hamburguesa
picadillo de papas
zanahorias en mantequilla
bizcocho
helado

19 pizza
ensalada de lechuga y
tomate
fruta fresca

22 perro caliente en maíz
picadillo de papas
puré de manzanas
bizococho de chocolate

23 meat loaf
papus majadas
repollo saturado con vapor
pan de maíz
sorbete de banana

24 sandwich de mantequilla de
mani y jalea
sopa de tomate
fruta
galleta

25 hamburguesa con queso
picadillo de papas
ensalada lechuga y
tomate
helado

26 pizza
maíz
ensalada
pudín de chocolate

29 perro caliente
picadillo de papas
puré de manzana
galleta

30 Beefaroni
habichuelas verdes
pan
manzana

Menu de Mayo

1 sandwich de queso tostado
habichuelas verdes
fruta
pastel de arándano azul

2 hamburguesa
papitas
ensalada de lechuga y tomate
postre de melocoton

3 pizza
maíz en mantequilla
fruta fresca

6 perro caliente
ensalada
palillos de zanahoria
bizcocho de chocolate

7 carne de res empanado
papas majadas con salsa
guisantes de ojinegro
pan
yogurt de melocotón

8 sandwish de jamón y queso
papitas
manzana
galletita

9 hamburguesa
picadillo de papas
ensalada
manzanas hornadas

10 pizza
ensalada
patata dulce
galleta

13 perro caliente con habichuelas hornades
ensalada
pan de maiz
puré de manzana

14 pollo
arroz con salsa
guisantes verdes
pan
sorbete de fresas

15 spaghetti
habichuelas verdes
pan
frutas

16 hamburguesa de queso
papa
ensalada de lechuga y tomate
pudín de vainilla y cereza

17 pizza
maíz
ensalada
pastel de manzana

20 sandwich de jamón y queso
picadillo de papas
gelatina de fruta
galleta

21 pescado al horno
habichuelas hornades
ensalada
helado de naranja
pan de maíz

22 hamburguesa de taco
ensalada
popcorn
manzanas hornadas

23 cumpleaños pura mayo y junio
hamburguesa
picadillo de papas
ensalada de lechuga y tomate
bizcocho
helado

24 pizza
maíz en mantequilla
fruta fresca

28 perro caliente
popcorn
habichuelas al horno

29 carne de res empanado
papas majadas
habichuelas verde
pan
naranja

30 hamburguesa
papa
ensalada de lechuga y
tomate
pudín de vainilla y cereza

31 pizza
ensalada
sandia

Menu de Junio

3 sandwich tostado con quesa
maíz en mantequilla
ensalada
pudín de chocolate

4 perro caliente
papitas
habichuelas hornadas
sandía

5 hamburguesa
papa
ensalada de lechuga y
tomate
fruta

6 sandwich de bolonía y queso
papitas
manzana
galleta

7 pizza
ensalada
sorbete de fresas

Appendix F

POPULATION PROJECTIONS OF HISPANICS

HISPANIC POPULATION				CONGRESSIONAL SEATS		
STATE	ACTUAL 1980 (IN THOUSANDS)	PROJECTED 1990 (IN THOUSANDS)	PERCENT CHANGE 1980-1990	AFTER 1980 Reapportionment	AFTER 1990 Reapportionment	CHANGE
CALIFORNIA	4,544	7,862	73.0	45	51-52	+6-7
TEXAS	2,986	4,623	54.8	27	30-31	+3-4
NEW YORK	1,659	2,252	35.7	34	31	-3
FLORIDA	858	1,300	51.5	19	22	3
ILLINOIS	636	1,006	58.2	22	20	-2
NEW JERSEY	492	733	49.0	14	14	0
ARIZONA	441	685	55.3	5	6-7	+1-2
NEW MEXICO	477	672	40.9	3	3	0
COLORADO	340	457	34.4	6	6	0
TOTAL	12,433	19,590	57.60	175	183-186	+8-11

SOURCES: U.S. Bureau of the Census, 1980 Census of Population, General Population Characteristics, Series PC80-1-B; 1990 Projections made by William O'Hare, Population Reference Bureau; Reapportionment figures compiled from various sources.

Programs Supported by Title VII

1. *Basic Bilingual Programs.* Provides financial assistance to local school systems to implement educational programs designed to assist children of limited English proficiency to improve their English language skills; provides supplementary activities to parents of children in programs and to teachers in the program.
2. *Demonstration Projects.* Demonstrates outstanding programs of bilingual education. Priorities for funding have been given to projects serving recent immigrants, projects with exemplary community or parental involvement activities, and projects with outstanding approaches to including the participation of children whose language is English.
3. *Bilingual Vocational Training Program.* Provides bilingual vocational training to persons whose dominant language is not English and who are either unemployed or underemployed because of their limited English-speaking ability.
4. *Bilingual Vocational Instructor Training Program.* Provides training to persons to improve their skills and qualifications as vocational education instructors to limited-English-proficient persons.
5. *State Educational Agency Projects for Coordinating Technical Assistance.* Assists bilingual education programs within the state by disseminating information facilitating information exchanges among programs, and by aiding in general program planning.
6. *Bilingual Education Service Centers.* Provides training in bilingual education to persons working in a bilingual education program and to parents of children in a bilingual program.
7. *Evaluation, Dissemination, and Assessment Centers.* Assesses, evaluates, and disseminates bilingual education materials to be used in bilingual education programs.
8. *Materials Development Centers.* Develops instructional and testing materials to be used in bilingual education programs.
9. *Training Projects.* Trains existing or future bilingual teachers, parents, and others in bilingual education.
10. *School of Education Projects (Dean's Grants).* Provides programs at accredited universities or colleges leading to degrees in bilingual bicultural education.
11. *Fellowship Programs.* Provides financial assistance to full-time graduate students who are preparing to become bilingual teacher trainers.
12. *Refugee Education Assistance Act of 1980.* Awards financial assistance to state educational agencies for distribution among local schools providing supplementary education services to refugee children enrolled in public and private schools.
13. *Bilingual Desegregation Support Programs.* Provides financial assistance to local school systems to help meet the educational needs of children from non-English-speaking homes and who lack equal educational opportunity because of language and culture.
14. *Research Agenda.* Provides funds for research in bilingual education.

NOTE: National Clearinghouse for Bilingual Education, *Bilingual education information packet* (Rosslyn, Va.: National Clearinghouse for Bilingual Education, n.d.).